**Special Educational Needs (SEN) Information Report**

**What kinds of SEN provision are provided for at Finstall First School?**

We adopt an inclusive approach to all children including children with S.E.N and disabilities. We believe that the use of a relevant, creative and differentiated curriculum will ensure that all children thrive. However, we accept that some children may be at risk of not making the required amount of progress either academically, emotionally, socially or physically. We have rigorous procedures in place to quickly identify, plan, implement and review a child’s progress so that a child’s full potential can be met.

**How do we identify children who may have Special Educational Needs?**

We have a number of different ways of identifying children who may have Special Educational needs. These include:

* informal observations by classroom teachers and teaching assistants in a variety of situations.
* parental discussion.
* pupil profile.
* ongoing teacher assessment.
* performance in statutory and optional assessments.
* information from previous schools.
* use of year group assessment data to identify children who are not making expected levels of progress.
* use of the year group provision map which identifies children who require additional intervention, the type of intervention and its frequency.
* looking at children’s work,
* checklists of: keywords, key spellings, phonic sounds in English.
* writing assessment on at least a half termly basis.
* S.E.N.Co observations.
* the use of reading targets (reading bookmarks) to monitor progress in reading.
* Updating the assessment program (Target Tracker) on a regular basis in reading, writing, mathematics and science to show what the children are able to do and indicating on a termly basis their attainment and progress.

**What are the school’s arrangement for assessing and reviewing progress of S.E.N children?**

We use a ‘graduated approach- a cycle of assessment’ when identifying children who may have a special educational need and or disability. This cycle consists of four stages:

1 – Assessing needs

2- Plan

3- Do

4 – Review

( For further information on these stages see the S.E.N policy on the school website)

After identifying a child’s needs we plan and carry out interventions in order to accelerate progress. These interventions are time- limited and reviewed on a termly basis and are outlined on a year group provision map. The S.E.N.Co, in consultation with staff, analyses a child’s attainment and progress during the term and interventions are continued, adapted or changed according to how successful they have been. If a child is not making progress we provide highly tailored interventions, seeking advice from outside agencies if necessary. Should we feel that a child requires ‘sen support,’ he or she will receive an individual education plan (IEP) or individual behaviour plan (IBP).

**How do we adapt the curriculum or learning environment to meet the needs of children with S.E.N?**

We are a fully inclusive school for all pupils in our care. We adapt our teaching and the curriculum to the needs of the pupils through the use of differentiation, support, use of resources or different teaching strategies. We will take reasonable steps to modify/adapt the learning environment to meet the individual needs of children with S.E.N. We adopt any recommendations from outside agencies in order to ensure a child’s needs are being met.

**How do we evaluate the effectiveness of the provision made for children with S.E.N?**

We evaluate the effectiveness of our SEND provision by publishing, on our website, an annual assessment report for children with SEN and or disabilities and for children who have received intervention. This details the levels of progress and attainment made by SEND pupils and children who have received intervention in reading, writing and maths, thus demonstrating the impact that our SEND provision has on the learning and achievement of SEND pupils and all children who have received intervention.

**How do we support S.E.N children including how we improve children’s emotional and social development?**

Through early identification of a child’s needs we plan and implement interventions that will accelerate their progress. Interventions can be carried out in small groups or 1:1. These interventions are carried out by Special Support Assistants and Teaching Assistants. Our staff have experience in working with children who have speech and language communication difficulties, hearing impairment, visual impairment, ASD, physical disabilities, behaviour and emotional difficulties and Cerebral Palsy.

Special Support assistants also work in classes to support children who may have emotional, social, behaviour, speech and language or physical difficulties. They can also help to accelerate a child’s progress in particular areas of the curriculum.

To improve a child’s emotional and social development we also provide social skills interventions which are delivered by teaching assistants or special support assistants. We have additional adults at playtimes to support children when socialising with their peers. We also have structured lunchtime games to enable those children who have social and emotional needs to develop these skills by playing structured games with adults. Children are taught about bullying as part of our anti bullying week and during P.S.H.E sessions. All staff follow the anti- bullying policy. Details of this policy are on our school website.

**What specialist equipment and facilities are there for children with S.E.N?**

Our school is on one level providing easier access for children with mobility difficulties including children with wheelchairs. We have disabled toilets which children can access and ramps provide access to the school and the field for wheelchair users.

**What are the arrangements for consulting and involving parents of children with S.E.N?**

We understand the importance of establishing strong relationships with parents/carers and pupils and the need for communicating with them effectively. Parents are kept informed about the interventions their child is receiving and how effective these have been. Parents of children who receive Individual Education Plans (IEPs) and Behaviour Support Plans (IBP) are also invited to discuss their child’s progress and review targets at least termly. Parents are invited to contribute to and attend any reviews or meetings about their child including those children with an Education Health Care Plan.

**What are the arrangements for consulting and involving children with S.E.N about their education?**

All children are aware of their next steps that will help them to improve and make progress. Children have reading targets related to their current reading ability and individualised writing targets. During lessons, children follow a success criteria and they often assess their own work or that of their peers against the success criteria. Staff use marking to explain to children their achievements and how they can make their work better by using a green pen to indicate successes and pink pen for something that they need to improve upon. Children are often asked to respond to marking using the purple pen. Children who receive ‘SEN Support’ usually receive adult support to assist them with these processes.

**What arrangements are there for supporting children moving between phases of education?**

The S.E.NCo and Year 4 class teachers are fully involved in the transfer of children from First School to Middle School. The S.E.N.Co will meet with the S.E.N.Co from the Middle School and will discuss a child’s needs and the type of intervention they have received. The S.E.N.Co or deputy S.E.N.Co will arrange to meet and observe the children in their current setting. A number of transition sessions are arranged during Year 4 for children to go to the local middle school to become familiar with the school and its staff. Additional sessions are also planned for children with SEN to visit the Middle School with their parents.

**How does the school involve other bodies, including health and social care bodies and local authority support services?**

The S.E.N.Co will seek the support of outside agencies if a child is still not making progress despite timed interventions being carried out. The LA external support agencies used by Finstall First School include:

* LST - Learning support team;
* CSSS- the County Specialist Support Service for sensory impairments, visual and hearing impairments, children with medical needs, sick children, severe communication difficulties and Autistic Spectrum disorders.
* Dr Daniel Rouse – Educational Psychologist.
* CAMHS – Child and Adolescent Mental Health Services.
* Speech and Language Therapy Service.
* Occupational Therapy Department.
* Community Paedtricians usually based at the Princess of Wales Hospital.
* School nurse
* Audiology department
* Early Intervention Family Support

Contact details of support services can be found on the Worcestershire County Council website.

**What are the arrangements for parents of children with S.E.N who may wish to complain about the provision?**

Parents who wish to complain should initially speak to their child’s class teacher or the school S.E.N.Co. If the issue cannot be resolved they can then discuss their complaint with the headteacher. If the issue still cannot be resolved, parents are directed to the school’s complaints procedure.

The named S.E.NCo at Finstall First School is Mrs K.Harrison.

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For details of our school offer- please see the S.E.N policy on our website.

See the link on our website for the Local Offer from Worcestershire County Council.